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ABSTRACT

The Title I Great Cities Training Programs were designed to provide school paraprofessional personnel in Detroit, Michigan, with the knowledge, skills and techniques that will lead to higher levels of achievement among the Title I target student population. This evaluation report provides a description of program structure, training curricula, and results for the 1979-80 school year. Participants' pre- and post-test scores are shown for different phases of the training schedule and in different subject areas. Scores for ninth grade students serviced by teacher aides who participated in the training program are also presented. Appended to the report are an observation report on program participants in the classroom, evaluations of the summer 1980 teacher/teacher aide training workshop, and a sample monitoring instrument and trainee questionnaire. (APM)

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EVALUATION OF

THE GREAT CITIES TRAINING PROGRAMS

1979 - 1980

Funded Under

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Synopsis of

THE GREAT CITIES TRAINING PROGRAMS

The Great Cities Training Programs are designed to provide special training in curriculum content areas with on-site observations for all eligible Title I paraprofessionals. The organizaiton of the training componet is that of 3 Phases, Follow Up, Follow Up Plus, and Teacher/ Teacher Aide Training. Phases 1 and 2 are basic for all aides and must be taken before being considered for enrollment in the additional sequential components.

In the first 3 phases, paraprofessionals are introduced to the general aspects of the curriculum course offerings with skills and techniques presented to assist them in their work with target students. As the phase training progresses, aides select the content areas in which they expect to specialize and Follow Up sessions are provided to strengthen and enhance the skills that were introduced in the earlier phase training.

During the summer, teachers may participate in training with aides. The teacher/teacher aide program allows two-member teams from schools to train together and develop team plans for improved classroom instruction and student achievement.

Details of the training segments with the many activities for each one were prepared by the Great Cities Training staff and are reproduced here with the permission of the project director.

Summary of Findings

The Great Cities Training Programs consist of sequential/developmental training experiences for paraprofessionals assigned to Title I schools, and to teachers, on a limited basis, who wish to train as a team member during the special summer training program designed especially for teacher/teacher aide teams.

All component phases (Phases 1, 2, 3, Follow Up, Follow Up Plus) were conducted during the course of this project year. Approximately 921 paraprofessionals (represents a duplicated count) participatied in the aide training throughout the project year. In addition, 167 teachers and aides enrolled in the teacher/teacher aide training during the summer of 1980.

Locally developed (Great Cities staff) objective-referenced tests were administered by the staff to all participants in all phases of training during the regular school year. Pre- and posttests were administered and performance/demonstrations were considered part of the final examination. Data revealed that there were significant gains made by participants in all phases of the training.

Data from a sampling of student test scores in nine grades indicated a range of average scores from 0.5 to 1.2 in grade equivalent units in reading. In mathematics, the average range of scores between the pre- and posttest was from 0.5 to 2.0 in grade equivalent units.

A grade by grade summary of reading achievement as measured by the California Achievement Tests follows.

1. Grade 1 gained ten months
2. Grade 2 gained six months
3. Grade 3 gained six months
4. Grade 4 gained five months
5. Grade 5 gained twelve months
6. Grade 6 gained seven months
7. Grade 10 gained twelve months
8. Grade 11 gained eleven months
9. Grade 12 gained ten months

A grade by grade summary of mathematics achievement as measured by the California Achievement Tests follows.

1. Grade 1 gained seven months
2. Grade 2 gained nine months
3. Grade 3 gained ten months
4. Grade 4 gained eight months
5. Grade 5 gained nine months
6. Grade 6 gained five months
7. Grade 10 gained twenty months
8. Grade 11 gained nine months
9. Grade 12 gained six months

THE GREAT CITIES TRAINING PROGRAMS

Purposes of the Project

The Great Cities Training Programs serve as catalysts for training school personnel (mainly paraprofessionals) to acquire, expand and make use of those knowledges, skills and techniques that will lead to higher levels of achievement by the Title I target student population. The project provides a systematic, developmental training program for school service assistants in Detroit schools, a college program, and a model program of teacher/teacher aide team training. Supplementary training programs are developed upon request.

The aide training program is composed of two beginning phases that are basic for all aides, followed by three advanced training phases tailored to meet the specialized needs of aides as they work with target students in various subject areas, various grade levels, and in a variety of settings (total group, small group, one-to-one in a reading or mathematics laboratory or on a field trip). The overall phase training program totals 180 hours.

The pilot program to develop model teacher/teacher aide team effectiveness has advanced to a second level and provides plans, procedures, and skills to assist teachers and aides in maximizing their common efforts while working to improve the instructional program that will ultimately lead to improved student achievement.

Although the total training program by the Great Cities Project includes a college opportunity component for school service assistants, both during the regular school year and during the summer, this report will deal with phase training and teacher/teacher aide training exclusively. It should be noted, however, that the college program is correlated with training phases and on-the-job responsibilities, and is closely monitored by the Great Cities staff.

All project operations were designed to meet funding guidelines and to be consistent with the goals and objectives of the Detroit Public Schools.

Operation of the Project

The project was completely operational during the 1979-80 school year, commencing with the training phases which began in October, 1979, and ended in May, 1980. Teacher/teacher aide training immediately followed, starting in June and ending in August, 1980. Approximately 921 school service assistants enrolled in the training phases and 167 enrollees participated in the teacher/teacher aide training.

A detailed description of the aide training during the five phases for the 1979-80 project year is included in this report. And, as can be noted, the objectives for all phases are quite specific and lend themselves well to the kind of performance testing used as part of an on-going evaluation of the training/learning process.

EVALUATION DESIGN

Testing Procedures

All tests administered during Phases 1, 2, 3, Follow Up and Follow Up Plus are objective-referenced tests developed by the administrative staff of the Great Cities Training Programs. Pre- and posttesting were conducted by the instructor in charge of the specific subject area being taught. Items on the tests were designed to measure mastery of content directly related to the instructional program of the particular Phase or Follow Up teaching/learning experience.

Raw scores were used in the data analysis for this report and each reported Phase is independent. No attempt was made to make comparisons between Phases because totally different aides may have attended the various sessions as they were offered throughout the year. During the 1979-80 project year, Phases 1, 2, 3, and Follow Up were offered twice while Follow Up Plus was offered only once. Data for all segments of the training are found in the appropriate tables of this report.

It should be noted that it is the requirement of the Great Cities Training Programs that two major testing procedures be a part of all training phases, namely (1) written objective-referenced examinations, and (2) performance/demonstrations by each participant.

In addition to objective-referenced tests for trainees, achievement test scores for a sampling of students in nine grades were examined. Students whose scores were analyzed were serviced by 33 teacher aides, who took part in the aide programs during the project year.

PHASE TRAINING

Phase 1

All paraprofessionals meeting the Title I funding guidelines are eligible to participate in this introductory training experience which is a prerequisite to the other phase training segments. This is the most general of all the training experiences. The format for this three-week introduction to future specialty training include lectures, discussions, demonstrations, films, filmstrips and small group interactions.

In this phase, trainees are given general information and skills in the areas listed here.

- speech/handwriting
- basic curriculum concepts
- clerical skills
- testing concepts and procedures for aides
- the role of the aide (rights, responsibilities, contract)
- unusual situations
- classroom duties
- introduction to visual aids and technology
- listening skills
- organization of the school district
- child growth and development, and
- individual counseling

At the end of this three-week training period, paraprofessionals were individually counseled and were well on their way towards making positive adjustments to the ensuing segments of the well executed components of the aide training programs.

Phase 2

As enrollees get involved in this phase, they begin to perfect their skills in the subject areas that will prepare them to work successfully with target students and assist them in their academic achievement. It is during this phase that the general information acquired in Phase 1 becomes fused with specific information and skills taught and practiced as part of the Phase 2 sequence. Curriculum areas focused on during this three-week training phase were:

- language usage,
- basic reading skills,
- the learning process,
- speech/handwriting, and
- production of learning aids.

To prove that they were learning the expected skills and behaviors, aides were required to prepare and present brief demonstration lessons which included the principles of learning, such as motivation, reinforcement, repetition, association, meaning, concrete/abstract examples, and multisensory approaches to the learning process.

In speech and writing, a speech was prepared with an outline, carefully rehearsed, then formally presented. Handwriting was practiced, inspected and evaluated.

In curriculum laboratory, learning aids were produced under careful supervision for quality and for usefulness in a teaching/learning situation. The materials were then taken to the schools and put to use.

Phase 3 and Follow Up

Once paraprofessionals have successfully completed Phases 1 and 2, they select their specialty training category with the advice and approval of their local school teachers and administrators, and engage in Phase 3 and Follow Up activities. Follow Up does just what the name implies. Activities were designed to give trainees extra time to further develop skills and techniques obtained from the first three phases of training. Follow Up gives them a chance for an in-depth training and expansion of skills. The specialty areas with concepts and activities listed below gives an excellent example of what is meant by greater breadth and depth of training provided by Phase 3 and Follow Up programs.

Remedial Reading

- review of basic reading skills
- scope and sequence of reading
- analysis of reading kits and programs
- use of technology with reading programs
- development of aids to teaching reading
- autobiographical booklets
- tutoring practice
- oral reading practice and presentations
- vocabulary development
- reference skills

Kindergarten

- kindergarten philosophies in education
- readiness concepts
- exercises, rhythms, body movements
- planning lessons
- visual discrimination
- auditory discrimination
- production of materials for learning
- tools and materials: proper use
- field trip planning
- puppetry: construction and use

- sensory and perceptual skills
- social/emotional development
- experience stories
- kindergarten games for learning
- children's literature: story telling - story reading
- assessment practices for kindergarten
- concept booklets
- field trips to two schools
- S.W.R.L. materials

Primary Mathematics/Science

- basic science concepts, matter, energy
- aquaria
- terraria
- light, force, sound
- Science Center field trip
- Cranbrook field trip
- experiments, daily and weekly observing, recording data
- vocabulary development
- science notebooks, displays
- microscope activities
- K-3 Michigan Minimal Objectives
- non-standard measurment
- mathematics vocabulary
- primary math concepts booklet
- films and filmstrips
- introduction to metrics

Learning Centers

- operation, care and storage of audio-visual devices (filmstrip projector, overhead projector, motion picture projector, film loops, cassette player/recorders, Systems 80, Hoffman, EDL Tach-X, Aud-X, Controlled Reader)
- appropriate use and care of software in technology programs
- organization and operation of learning centers, including total room layout
- field trip to established learning centers
- demonstrations of proficiency with hardware and software

Elementary Arithmetic

- complete study of State Minimal Performance Objectives for Mathematics in Michigan, K-6
- use of manipulative devices in helping students
- tutoring techniques
- metric concepts in length and weight; practice in conversion, use and problem solving
- concept booklets for use in primary and early elementary grades
- geometry concepts and techniques for working with students

Primary Language Arts/Social Studies

- basic reading skills; concepts, practice, techniques for working with students
- story reading and story telling
- introduction of stories; motivational techniques
- visual aids: production and use
- library field trip
- story analysis and discussion techniques
- daily handwriting practice and critique
- basic community concepts, map orientation, social studies
- concepts for primary pupils
- experience stories

Social Studies

- key concepts in social studies
- geographical concepts
- map and globe skills
- using reference materials
- reading skills in social studies
- vocabulary development
- development of units in social studies
- games and other classroom activities
- correlation with mathematics and reading
- community and metropolitan resources

Metrics

- review of decimal concepts and operations
- metrics background, terminology, standards
- concepts and problems in base units involving length, square measure, temperature (Phase 3)
- concepts and problems involving cubic measure, mass and liquid measure (Follow Up)
- extensive measurement and manipulative activities
- development of metric materials and resources for use with students
- films and filmstrips

Follow Up Plus

Follow Up Plus is an advanced phase of training that consists of 4 days or 24 hours of training designed especially for those paraprofessionals who are enrolled in college classes. Appropriate curricula and experiences were developed for those interested in the different school organizations, such as elementary, middle, and senior high school. Major areas of study for Follow Up Plus included: (1) college and career information, (2) psychology of learning, (3) learning disabilities (4) communication skills, and (5) advanced curriculum laboratory skills. A summary of the content follows.

(1) College Symposium

- how and when to transfer from community college to a university campus
- how to choose electives, select a major course of study
- the practicum credit
- student teaching
- getting ready to graduate

(2) Psychology of the Learner

- problems and concerns of today's children
- perceptual skills and disorders
- cognitive skills and disorders
- motor and language skills and disorders
- adult models and supportive behaviors
- appropriate communication patterns
- selected films and filmstrips

(3) Learning Disabilities

- definitions, working vocabulary
- criteria
- behavioral characteristics
- perceptual, cognitive, motor and language disabilities
- specific techniques for coping with learning disabilities (exercises, drills, adjusting of rate, helping student get organized, multisensory approaches, utilizing strengths, helping on weaknesses)
- reading material: "Handbook for Parents of Children with Learning Disabilities"
- selected films and filmstrips

(4) Communication

- creative ways to communicate
- recognizing creativity in students (verbal -- organizational -- ideational fluency)
- recognizing and using a variety of ways to communicate (speech with many facets, writing with many forms, body language, gestures and expressions)
- videotaping and playback for self-awareness

(5) Advanced Curriculum Laboratory Techniques

- how to make and use paste-ups for stencils and transparencies
- how to make a color lift transparency from a magazine picture

Extensive use of resource personnel was a major feature of Follow Up Plus. Learning disabilities consultants, university and college administrators, and counselors, school administrators, and present and former aides were utilized in this final training phase.

Summer Teacher/Teacher Aide Training

The special summer training program for teacher/teacher aide teams has been provided for teaching teams during the past three summers for two-week periods. The training program itself consists of 40 hours of training in specific curriculum areas for 4 hours each day for 10 days. Rules for attendance are very strict for this training experience. The team is composed of 1 teacher and 1 aide, and neither can participate without the other as the funding guidelines do not allow teachers or aides to attend the summer teacher/teacher aide training on an individual basis. The 3 main objectives for summer training are:

1. The development of an effective teacher/teacher aide working relationship,

2. The increase of individual and team skills, and

3. The acquisition of information and insights to lead toward better achievement.

The courses offered during the summer change from year to year as they are initiated/upgraded and evaluated. Each team chooses the content area they wish to concentrate on for the two-week period. The selection is made from a detailed list of course offerings prepared and sent to Title I schools by the Great Cities Training Programs' staff. Among the specific curriculum areas presented over the past three summer sessions have been:

- metrics
- social studies
- science
- interest-learning centers
- educational field trips
- audio-visual technology
- reading and D.O.R.T.

During the summer, 1980, training, participant teams were able to choose one of four packages consisting of the following combinations:

Interest-Learning Centers/Social Studies
Science/Social Studies
Metrics/Interest-Learning Centers
Science/Metrics

Detailed evaluations of the two summer training sessions conducted during the 1979-80 project year are found in the appendix of this report.

ANALYSIS AND FINDINGS

Non-standardized, objective-referenced tests were administered to enrollees attending all Phases, Follow Up, Follow Up Plus training sessions. Pre and posttest results were available for all sessions and are included in this report. All results were based on raw scores, and no attempt was made to compare groups because each training phase was a separate entity composed of different trainees.

Data in Tables 1-7 indicate there was an increase in raw score points for every training segment and for each specialty area within Phase 3 components. At no time during the Phase and Follow Up training was there a loss of raw score points by participants. The greatest gain, however, occurred with a Phase 3 group specializing in mathematics in November, 1979 -- they gained 32 points. Participants enrolled in Phases 1 and 2 showed the next greatest growth by gaining 20, 21, 21, and 14, 12, and 12 points respectively for each group. Those enrolled in remedial reading gained 5 points. Primary Unit enrollees gained 8 points. The January 1980 Follow Up participants gained 10 points in remedial reading, 4 points in Primary Unit, and 11 points in mathematics. In March 1980, 3 units were gained in kindergarten, 7 in Primary Unit, 13 in the Learning Center, and 18 in mathematics. Enrollees participating in Follow Up in April and May, 1980 gained 4 points in kindergarten, 5 in Primary Unit, 10 in the Learning Center, and 11 in mathematics. The Follow Up Plus participants in the Monday-Wednesday group gained 8 points and the Tuesday-Thursday group gained 9 raw score points.

Data in Table 8 reflect the number of participants who took advantage of the two summer sessions as members of teacher/teacher aide training teams. All teams consisted of 1 teacher and 1 aide, and most regions were represented by at least one team.

Tables 10-16 reflect supplemental data collected on 461 (biased sample) target students from several schools in grades 1-6, and 10-12. The gains cited were based on citywide test scores as measured by the California Achievement Tests.

Reading achievement test gains were as follows:

1. Grade 1 gained ten months
2. Grade 2 gained six months
3. Grade 3 gained six months
4. Grade 4 gained five months
5. Grade 5 gained twelve months
6. Grade 6 gained seven months
7. Grade 10 gained twelve months
8. Grade 11 gained eleven months
9. Grade 12 gained ten months

Mathematics achievement test gains were as follows:

1. Grade 1 gained seven months
2. Grade 2 gained nine months
3. Grade 3 gained ten months
4. Grade 4 gained eight months
5. Grade 5 gained nine months
6. Grade 6 gained five months
7. Grade 10 gained twenty months
8. Grade 11 gained nine months
9. Grade 12 gained six months

Table 1

Means of Pre- and Posttest Raw Scores Attained by Participants in Phases 1 and 2 October-November 1979

Phase	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Scores Points Gained
		Pretest	Posttest	
Phase 1 (M-W)	79	59	79	20
Phase 1 (T-Th)	81	61	82	21
Phase 2 (M-W)	53	60	74	14
Phase 2 (T-Th)	42	63	75	12

As noted in the above table, during Phase 1, the Monday-Wednesday group gained an average of 20 raw score points. The Tuesday-Thursday group gained an average of 21 raw score points. In Phase 2, the Monday-Wednesday group gained 14 points, while the Tuesday-Thursday group gained an average of 12 raw score points.

Table 2

Means of Pre- and Posttest Raw Scores Attained by Participants in Phase 3 November-December 1979

Specialty Area	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Scores Points Gained
		Pretest	Posttest	
Remedial Reading	27	14	19	5
Primary Unit	17	24	32	8
Mathematics	19	60	92	32

Phase 3 participants in Remedial Reading gained an average of 5 raw score points, those specializing in Primary Unit training gained an average of 8 points and those in Mathematics gained an average of 32 raw score points.

Table 3

Means of Pre- and Posttest Raw Scores Attained
by Participants in Follow Up
January, 1980

Specialty Area	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Scores Points Gained
		Pretest	Posttest	
Remedial Reading	23	14	24	10
Primary Unit	14	17	21	4
Mathematics	16	11	22	11

In the Follow Up specialty training there was an average gain of 10 points in Remedial Reading, 4 points in Primary Unit, and 11 points in Mathematics.

Table 4

Means of Pre- and Posttest Raw Scores Attained
Participants in Phases 1 and 2
January-March, 1980

Phase	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Score Points Gained
		Pretest	Posttest	
Phase 1 (M-W)	73	60	81	21
Phase 1 (T-Th)	70	60	81	21
Phase 2 (M-W)	57	62	72	10
Phase 2 (T-Th)	59	67	79	12

Both Monday-Wednesday and Tuesday-Thursday groups attending Phase 1 gained an average of 21 raw score points. During Phase 2, the Monday-Wednesday group gained 10 points while the Tuesday-Thursday group gained an average of 12 raw score points.

Table 5

Means of Pre- and Posttest Raw Scores Attained
by Participants in Phase 3
March 10-28, 1980

Specialty Area	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Score Points Gained
		Pretest	Posttest	
Kindergarten	13	17	20	3
Primary Unit	24	28	35	7
Learning Center	17	28	41	13
Mathematics	41	24	42	18

Participants in the Kindergarten training gained 3 points, those in the Primary Unit gained 7 points. The Learning Center participants gained 13 points and those in Mathematics gained an average of 18 raw score points.

Table 6

Means of Pre- and Posttest Raw Scores Attained
by Participants in Follow Up
April 14 - May 2, 1980

Specialty Area	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Score Points Gained
		Pretest	Posttest	
Kindergarten	12	18	22	4
Primary Unit	16	16	21	5
Learning Center	18	22	32	10
Mathematics	28	10	21	11

The Follow Up Specialty training conducted in April-May, 1980 showed that participants in the Kindergarten training gained 4 points, those in Primary Unit gained 5 points, those in the Learning Center gained 10 points, and those in Mathematics gained 11 points.

Table 7

Means of Pre- and Posttest Raw Scores Attained
by Participants in Follow Up Plus
May 12-23, 1980

Group	Number of Pre- Posttest Scores	Mean Scores		Number of Raw Score Points Gained
		Pretest	Posttest	
Monday-Wednesday	61	16	24	8
Tuesday-Thursday	61	15	24	9

The data indicate that the Monday-Wednesday group gained 8 points while the Tuesday-Thursday group gained an average of 9 raw score points during the Follow Up Plus training in May, 1980.

Table 8

Teacher/Teacher Aide Team Training
Participation Data*
Summer, 1980

Session Number	No. of Teachers	No. of Aides	Other	Total
One	42	39	--	81
Two	46	39	1	86
Total	88	78	1	167

*Based on questionnaires returned to the evaluator.

Table 9

A Three Year Tabulation of
Teacher/Teacher Aide Team Training
Participation Data

Year	No. of Teachers	No. of Aides	Other	Total
1978*	113	116	2	231
1979	59	67	1	127
1980	88	78	1	167

*Three training sessions were held during the summer of 1978. Two sessions per summer were held during 1979 and 1980. There does appear to be an increase in the number of participants each summer based on the two-session summers of 1979 and 1980.

SUPPLEMENTAL DATA

A Sampling of Achievement Test Scores

During the project year, 33 teacher aides enrolled in the phase training programs were interviewed in their school settings. They provided information about their job assignments and students with whom they worked on a regular basis. The evaluator was supplied a list of students with ID numbers from each of the 33 teacher aides. A total of 683 student names were provided. This number is in no way meant to be construed as a scientific or random sampling of Title I students that were serviced by Title I teacher aides during the 1979-1980 school year.

The purpose of this data is simply to look at the achievement of those students being served by the 33 aides that were interviewed or monitored during the project year. Data presented include reading and mathematics mean scores in grade equivalent units for students in nine grades. The sample includes approximately 88 first graders, 70 second graders, 81 third graders, 81 fourth graders, 91 fifth graders, 18 sixth graders, 6 tenth graders, 13 eleventh graders, and 13 twelfth graders. There were not enough pre- posttest matches for students in grades 7-9 to do an analysis. Students for whom test scores are available represent not one, but several schools in one or more regions. Therefore, no attempt was made to compare test scores on any basis. However, these same students in grades 1-6 and 10-11 may be looked at again next year to see if they have maintained their current rate of gain in reading and mathematics.

In addition, it is hoped that an equal number of aides can be interviewed during the next project year. Hopefully these aides will not be the same ones included in this report.

Appended to this report is a complete analysis of data derived from interviews obtained from the 33 aides.

Table 10

Means of Reading Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
1	88	0.6	0.5	1.6	0.6	1.0
2	70	1.5	0.5	2.1	0.9	0.6
3	81	2.4	0.8	3.0	1.0	0.6

Table 11

Means of Mathematics Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
1	18	1.2	0.6	1.9	0.4	0.7
2	71	1.6	0.6	2.5	0.6	0.9
3	81	2.6	0.6	3.6	0.7	1.0

Table 12

Means of Reading Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
4	81	3.0	0.8	3.5	1.0	0.5
5	91	3.0	0.8	4.2	1.2	1.2
6	18	3.6	1.2	4.3	1.3	0.7

Table 13

Means of Mathematics Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
4	82	2.9	0.7	3.7	0.8	0.8
5	91	3.9	0.8	4.8	1.0	0.9
6	18	4.9	1.4	5.4	1.2	0.5

Table 14

Means of Reading Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
10	6	7.4	2.2	8.6	2.5	1.2
11	13	7.3	3.3	8.4	2.5	1.1
12	13	9.1	2.4	10.1	2.3	1.0

Table 15

Means of Mathematics Scores Attained by Selected Students in Three Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
10	7	6.7	1.6	8.7	1.7	2.0
11	12	8.4	2.1	9.3	2.3	0.9
12	12	8.3	1.9	8.9	1.2	0.6

Table 16

A Composite of Mean Reading Scores Attained by Selected Students in Nine Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
1	88	0.6	0.5	1.6	0.6	1.0
2	70	1.5	0.5	2.1	0.9	0.6
3	81	2.4	0.8	3.0	1.0	0.6
4	81	3.0	0.8	3.5	1.0	0.5
5	91	3.0	0.8	4.2	1.2	1.2
6	18	3.6	1.2	4.3	1.3	0.7
10	6	7.4	2.2	8.6	2.5	1.2
11	13	7.3	3.3	8.4	2.5	1.1
12	13	9.1	2.4	10.1	2.3	1.0

Table 17

A Composite of Mean Mathematics Scores Attained by Selected Students in Nine Grades on the California Achievement Tests

Grade	Number	Pretest	SD	Posttest	SD	Mean Difference
1	18	1.2	0.6	1.9	0.4	0.7
2	71	1.6	0.6	2.5	0.6	0.9
3	81	2.6	0.6	3.6	0.7	1.0
4	82	2.9	0.7	3.7	0.8	0.8
5	91	3.9	0.8	4.8	1.0	0.9
6	18	4.9	1.4	5.4	1.2	0.5
10	7	6.7	1.6	8.7	1.7	2.0
11	12	8.4	2.1	9.3	2.3	0.9
12	12	8.3	1.9	8.9	1.2	0.6

CONCLUSIONS AND OBSERVATIONS

Conclusions

This is without a doubt one of the most professionally planned and executed training programs that this evaluator has had the privilege of observing and evaluating. It is the kind of program that indeed is managed by objectives. Participants are made aware at the beginning of each training segment of the specific outcomes for that phase. Objective referenced tests are administered at the beginning and end of each Phase and Follow Up training session. An analysis of the objective referenced tests data indicate significant gains were made at every level of Phase training. The most significant gains were made however, during the October-November 1979, Phases 1 and 2 with average raw score point gains ranging from 12-20; the mathematics participants in the November-December, 1979, Phase 3 training averaged a gain of 32 raw score points; and the Phase 1 and 2 participants enrolled in January-March, 1980 made average gains ranging from 10-21 raw score points. The Phase 3 training participants generally made less significant gains, except for the mathematics participants, than did those enrolled in Phases 1 and 2. The same was found to be true of aides who participated in the Follow Up and Follow Up Plus training which emphasizes chosen specialty areas of concentration. Those gains averaged a low of 3 points for the Kindergarten specialty group to a high of 13 points for the Learning Center group.

A sampling of student test scores revealed average gains in grade equivalent units which ranged from 0.5 to 1.2 in reading and from 0.5 to 2.0 in mathematics. In reading, first graders gained 10 months, second and third graders 6 months, fourth graders 5 months, fifth graders 12 months, sixth graders 7 months, tenth graders 12 months, eleventh graders 11 months, and 12th graders 10 months. The average gains in mathematics for these grades were as follows: grade 1, 7 months, grade 2, 9 months, grade 3, 10 months, grade 4, 8 months, grade 5, 9 months, grade 6, 5 months, grade 10, 20 months, grade 11, 9 months, and grade 12, 6 months.

Responses from team members participating in the summer team training programs continued to express excitement about the concept. Participants listed a variety of knowledges and skills acquired by them as a result of participating in the summer training. Sixty-seven team members had participated in previous team training sessions, 105 were participating for the first time. Of the 67, 12 of them had trained with the same team member. Ninety-three participants indicated that their attitude about teamwork had changed as a result of the workshop. The 52 members who said their attitude did not change clarified their positions by saying they came to the workshop with already existing positive attitudes about teamwork. For them, the workshop provided reenforcement of long standing positions.

Observations

During January and February, 1980, the evaluator observed two separate sessions of Phase 1 training. One group was beginning to study the general organization and resources of the Detroit Public Schools, including (1) the Central Board of Education, (2) Major Offices and Departments at the central level, (3) Region Structure, (4) City-Wide Programs, (5) Special Education, Evaluative Services, and (6) Clinics.

Participants in the above group were enthusiastically engaged in a discussion about region boundaries, and election of region board members and their duties and responsibilities. Maps were handy to assist participants in accurately locating region boundaries.

In the language arts segment of this Phase 1 group, emphasis was placed on listening skills. To test participants' skill in listening, the instructor read the poem What Is Yellow? which names at least one "yellow thing" in 28 of its 30 lines. The group was able to recall most of the things mentioned in the poem. In addition to the poem, a short story was read and participants were given information sheets on which they were to select one correct answer from three possible choices to accurately complete statements relating to the story. A sharing of answers followed this pen and paper exercise.

Further discussions of this very important skill included the following topics and activities.

THE IMPORTANCE OF LISTENING

Some Truisms

1. It Cannot Be Taken for Granted that a Person Can Listen Because He Can Hear.
2. Better Listening Results in Better Learning, which is the goal of any Educational Program.
3. The Ability to Concentrate or Give Attention is Basic to Learning.
4. One Should Always Establish a Purpose for Listening.

Research shows that children spend more time listening than in any other language arts activity. It is regarded as the first and most basic of the four major areas of language development: listening, speaking, reading, and writing.

Because the great masses of people are more easily swayed by what they hear rather than what they read, it is important to raise listening standards. Listening is an active process that must make the listener think and in some way react to the spoken word.

FACTORS INFLUENCING THE QUALITY OF LISTENING

I. Physical Conditions Within the Listener

(a) Hard of Hearing

One should constantly be on the lookout for symptoms in pupils that might indicate some nature of hearing disorder.

Possible Symptoms:

1. Pupils who constantly complain that they cannot hear from certain locations in the room.
2. Pupils who turn their head to one side or the other to listen, may have some sort of partial hearing loss.
3. Achievement far below capacity.

(b) Malnutrition

(c) Fatigue

II. Physical Conditions Outside the Listener

(a) Room too warm or too chilly

(b) Distracting noises

(c) Movement within room

(d) Speaker may be distracting; voice too loud, ungainly gestures etc.

TECHNIQUES TO BE USED WITH NONLISTENERS

1. Do not repeat an explanation two or three times, this actually fosters nonlistening. Give directions once. Be sure you have the attention of the listeners, speak in clear, simple, brief sentences. If necessary add visual support through gestures, demonstrations or sketches on the blackboard.
2. Draw into class discussions the nonlisteners, the doodlers and others with disturbing habits. Involve them in activities by the following methods:

(a) Ask the doodlers to sketch what they consider to be the main idea brought out in the story or discussion.

(b) Ask certain pupils to keep a list of the names of the characters who speak as the story is read.

(c) Others might list new vocabulary words as they hear them.

This evaluator has never observed one of these training programs when there was not an enthusiastic group of teachers and/or aides who were engaged in meaningful, useful, or relevant discussions/activities that would ultimately lead to better informed, skilled persons willing to use their knowledge to shape the growth and development of Detroit's Title I target population.

APPENDICES

APPENDIX A

Monitoring and Observations of School Service Assistants

Monitoring of School Service Assistants

During the months of April, May, and June, 1979, thirty-three (33) school service assistants were observed and interviewed by the evaluator in their schools. A monitoring instrument developed by the evaluator was used in each case. In this biased sample of school service assistants, seven regions were represented with one school from each region except region five where two schools were represented. The number of paraprofessionals observed at each school ranged from three at a region eight school to eight at schools in regions three and four. Of the 33 persons observed, one was male and 32 were female.

Some School Service Assistants were assigned to reading or mathematics laboratories and therefore worked with target students from several grades within the school. The following grades were served by School Service Assistants as well as the number of aides who worked at least part-time with students in that grade. Headstart (2), Kindergarten (2), Grade 1 (7), Grade 2 (6), Grade 3 (9), Grade 4 (12), Grade 5 (10), Grade 6 (2), Grade 9 (3), Grade 10 (4), Grade 11 (3), Grade 12 (3), and Special-Ungraded (1).

The monitoring instrument was composed of nine statements six of which could be answered solely by observing the situation. The other three statements could be satisfied by conferring with the aides. A tabulation of responses regarding all statements are found in tables 1-3.

The first six statements in Table I indicated that 91% of the aides were working in classrooms or laboratories with teachers and 91% were familiar with names of Title I students in the rooms where they worked. At the time of the observations, 61% were working with target students and 30% were engaged in clerical or other duties. Eight-two percent (82%) indicated there had been mutual planning between teachers and aides regarding activities used with students. Seventy-three percent (73%) of the aides interviewed were working in either classroom or laboratory situations, and 61% of them were assisting students in mathematics. Eighty-eight percent of the aides appeared to be familiar with the subject matter and materials being used as they worked with students.

The last three statements on the monitoring form dealt with the aide's participation in the phase training and college attendance. Thirty-nine percent (39%) had completed all phases of the training, 33% had not completed every phase of training, but most had participated in some portions of it.

Sixty-seven percent (67%) planned to enroll in a college program and 12% did not plan to do so, 42% of those interviewed were already enrolled in college. The two colleges mentioned most frequently were Wayne County Community College and Wayne State University.

Table 1

Activities Monitored or Discussed During
A One Time Observation

Activities/Discussions	Number and Percent of Responses			
	Yes	Percent	No	Percent
Aide was working alone in the classroom.	1	3.0	30	91.0
Aide was familiar with names of Title I students.	30	91.0	1	3.0
Aide was working with target students.	20	61.0	10	30.0
Teacher and aide had mutually planned the lessons used with students.	27	82.0	6	18.0
Aide was working in a classroom/ laboratory situation.	24	73.0	0	0.0
Aide was assisting students with reading skills.	18	61.0	0	0.0
Aide was assisting students with mathematics skills.	4	12.0	0	0.0
Aide appeared to be familiar with the subject matter and materials being used during the interview.	29	88.0	0	0.0

Table 2

Paraprofessional Participation in Aide Training

Status of Training	Number	Percent of Responses
Has completed all phases of Aide Training.	13	39.0
Has not completed all phases of Aide Training.	11	33.0
Has completed Phase One.	20	61.0
Has completed Phase Two.	16	48.0
Has completed Phase Three.	5	15.0
Has completed Follow Up.	2	6.0
Has completed Follow Up Plus.	2	6.0

Table 3

Paraprofessional College Participation

College Status	Number and Percent of Responses			
	Yes	Percent	No	Percent
Aide plans to enroll in a college program.	22	67.0	4	12.0
Aide is already enrolled in a college program.	14	42.0	2	6.0
Aide is enrolled in Wayne County Community College.	9	27.0	-	-
Aide is enrolled in Wayne State University.	4	12.0	-	-

Table 4

A Tabulation of Aides and Grades of Students Assigned to Them

Grade	Number of Aides Working With Students in Each Grade
Head Start	2
Kindergarten	2
One	7
Two	6
Three	9
Four	12
Five	10
Six	2
Nine	3
Ten	4
Eleven	3
Twelve	3
Ungraded	1

Table 5

Participants By Region

Region	Number of Aides Observed
1	4
2	5
3	8
4	8
5	5
8	3

During the observation or monitoring, some teachers were requested to give their opinions on the performance of Aides who were assigned to work with them. Some of the comments from teachers are recorded here.

- I am very pleased with my aide's performance.
- I have only praise for my aide. We work in a mathematics laboratory situation which is new for me. My aide has had previous experience in the laboratory and I rely heavily upon her experience here.
- Two aides are assigned to my room and I am pleased with their work. This is an experiment and the plan appears to be "jelling" at this point. The student ratio is good, but it is too soon to determine student progress.
- I'm very pleased with her and I request her each year. I have respect for her as a person and I respect her opinions. She works with students after school, too.
- My aide is a hard worker with initiative and she is a leader.
- The aides that work in this laboratory are quite capable and we have a great deal of respect for each other. They have worked in the laboratory longer than I have and have been very helpful in "orienting" me to the materials used.
- My aide and I have worked together for two years. She is quite capable and has a good rapport with students.
- I am pleased with the services provided by the aide.
- This aide does not always follow through on assignments or review work with students as often as is needed. She does not show as much initiative and enthusiasm as I would like to see. She is a capable person. We have had several conferences and I'm beginning to see some growth.
- One Assistant Principal said he was impressed with the aides working at his school. He is aware of some of their limitations but they appear to be very humane and compassionate people.

Description of Aides Activities

During the observations, aides were engaged in a variety of activities with varying degrees of enthusiasm and success. Listed below are summaries of some of those activities and impressions of attitudes and interests of aides while participating in them.

*The aide was assisting students with completing hand-outs distributed by the regular teacher. She administered the weekly spelling test, prepared materials for later use with students, and explained the D.O.R.T. materials to a representative from Time Magazine who was interviewing the regular teacher for the "Teacher of the Year Award."

*The two aides in this Reading Laboratory were assisting teachers in administering the Woodcock Reading Mastery Test to students individually in order to chart progress and prepare individual student assignments.

*Due to unusual circumstances, this aide was the only stabilizing force for students in this kindergarten class. She was their only "teacher" for quite some time. Even when substitute teachers were available, as was the case on the day of this observation, it was clear that the aide was in "charge" of the room. During my presence, the substitute teacher of three weeks came to the aide to inquire about the order of the next activities for the children. It seemed apparent that the aide was well qualified to offer advice in this area. The aide has had college training and special courses in early childhood education at Merrill Palmer Institute.

*In this classroom, the aide was listening to a small group of students read orally. She encouraged them to "sound out" words they did not immediately recognize. The aide asked relevant questions following the reading. She appeared to like what she was doing.

*This aide was working with nine students reviewing the alphabetical ordering of six words. She had knowledge of what skills were needed to correctly alphabetize words.

*In this Reading Laboratory, the aide was working with six students using one of the basal readers. Students were responding to questions from the aide which required them to make interpretations and draw inferences. Students then read and discussed some nursery rhymes. Later that day, they were to compose their own rhymes. A nonchalant attitude and a lack of interest appeared to be expressed by the aide. Her daily log, however, was up to date and was in excellent condition.

*This aide was working with one student, assisting him to practice making the lower case letter "i". She was helpful and instructive. Another aide worked with two children on word recognition skills using flash cards.

*Excellent daily logs are kept by this aide. Students who come to this laboratory are responsible for keeping logs, too. The aide was working with a small group of students on mathematics concepts. She confers frequently with the teachers in this laboratory and appeared enthusiastic and excited about her work.

*Aide was working with a small group of students and helping individual students locate and get started on assignments. She said she likes what she is doing very much.

*Aide was working with one student in the library assisting him with an assignment for his class in government.

*Aide was recording D.O.R.T. results on student profile sheets.

*Aide was in the process of recording test results and bringing student records up to date.

Summary and Conclusion

Thirty-three paraprofessionals were observed and interviewed at their work sites during the 1979-1980 project year. The purpose of the observations was to determine firsthand if paraprofessionals were using the skills and techniques that were taught during the Aide Training Programs. From a one-time observation, it appeared that the aides were indeed putting to use what had been learned during training. Eighty-eight percent (88%) of those observed appeared to be quite familiar and knowledgeable about the subject area and materials being used by them with students. Most of those observed were assisting students in the language arts or reading area. Seventy-three percent (73%) were working in regular classrooms and laboratory situations and 91% were not working alone in the rooms. The regular teacher was there instructing the majority of students in the room. Aides were working with small groups of students or with individual students. Sixty-one percent of the aides were working directly with target students while 30% were engaged in clerical or other related instructional activities, 91% said they knew all of the target students in their classroom, and 82% said they had conferred with the regular teacher in developing plans and activities that were being used to assist target students in the assigned subject area.

It was also discovered that 39% of the aides had already completed all Phases of the Aide Training. Sixty-seven percent of them were planning to enroll in college programs and 42% were already pursuing college classes.

In additon to observing and interviewing aides, some of the regular teachers gave their opinions of the aides in performing their assigned tasks. Almost every teacher interviewed indicated that she was well pleased with the performance of the aide in the classroom. They all agreed that the aides were well trained and capable persons. Teachers were happy with their aides and aides were happy with their work. Students appeared to be learning and seemed to have respect for the aides who were working with them during the observation.

After observing thirty-three aides, twenty-nine of whom were working with students at the time, it seemed that the time spent in the Aide Training Programs was well worth it as most aides exhibited professional skills while working with and planning future lessons for small groups of target students.

APPENDIX B

An Evaluation of the Teacher/Teacher Aide
Training Workshop

Summer, 1980
Session One

AN EVALUATION OF THE TEACHER/TEACHER AIDE TEAM TRAINING WORKSHOP

Great Cities Training Programs

Summer 1980

Funded under Title I Elementary
and
Secondary Education Act
Part-B

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Office of Research, Planning and Evaluation
Department of Research and Evaluation
Detroit Public Schools

August 1980

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EVALUATION REPORT

The Great Cities Training Programs commenced its Teacher/Teacher Aide Team Training component, now in its third summer, at the Stevenson Building during the two-week period from June 30 through July 11, 1980. There were approximately ninety-three (93) participants representing seven of nine regions and comprising forty-two (42) teams. Again, the prerequisiite for participation in these summer sessions includes working as a teacher/teacher aide team in a school setting.

Ninety-one (91) participants responded to an evaluative questionnaire administered on the last day of the two-week training period.

The purpose of the training was to help teacher/teacher aide teams develop an effective partnership in working together to increase skills and to do mutual team planning of activities and gathering of materials to be utilized in the coming months to raise the achievement levels of the Title I student target population.

A choice of four skill development packages was offered to participants and included the following areas:

(1) Interest-Learning Centers

(2) Reading (Language Arts)

(3) Mathematics--K-3

(4) Mathematics--4-8

Each team was free to select one of the four packages depending on the specific needs of the particular team.

Analysis and Findings

An evaluative questionnaire was administered to participants at the end of the two-week training session. The instrument was devised to ascertain participants' feelings about the workshop content and procedures. To indicate their feeling on the above, participants responded to six positive statements by agreeing, disagreeing, or indicating that the statement did not apply to this particular workshop. In addition, respondents were asked to indicate previous involvement in team training efforts, and to note whether their attitude regarding teamwork had changed as a result of this workshop. Participants were asked if they would attend other team training workshops, and if so, under what conditions. Additionally, one statement on the questionnaire was designed to elicit some of the knowledges and/or skills acquired by participants as a direct result of their involvement in this workshop. And lastly, respondents were asked to list suggestions and/or recommendations for improvement of this workshop.

Ninety-one (91) participants completed the evaluation questionnaire. Their responses were computed to determine the percent of those "agreeing," "disagreeing," not responding, or finding the statement "not applicable" to the workshop. Percentages derived from the data collected on the six positive statements are found in Tables 1-6.

Table 1

The Workshop Objectives Were Clearly Presented

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
88	97.0	1	1.0	0	0.0	2	2.0	91	100

Table 2

The Techniques and Skills Presented Were Appropriate and Practical

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
89	98.0	2	2.0	0	0.0	0	0.0	91	100

Table 3

The Training Procedures Used in the Workshop Were Appropriate to its Purpose

Number and Percent of Participant Responses

Agree		Disagre		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
90	99.0	1	1.0	0	0.0	0	0.0	91	100

Table 4

The Materials, Handouts, and Exercises Were Sufficient to Stimulate Follow-Up Activities

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
90	99.0	1	1.0	0	0.0	0	0.0	91	100

Table 5

There Was Sufficient Time to Achieve the Workshop's Objectives

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
75	82.0	10	11.0	3	3.0	3	3.0	91	100

Table 6

Participant Responses to the Statement: Input by Participants Was Strongly Urged and Useful in Assessing General Needs of the Teams

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
86	95.0	1	1.0	4	4.0	0	0.0	91	100

Table 7

I Have/Have Not Participated in Previous Team Training--

Options	Number of Responses	Percentage of Responses
I have participated in previous team training sessions.	28	31.0
I have not participated in previous team training sessions	61	67.0
My previous training was with the same team member as now.	6	7.0
My previous training was with a different team member	20	22.0
No response	2	2.0

Twenty-eight of 91 respondents have had prior team training. Six of the 28 attended training with the same team members while 20 of the 28 worked with different persons during their previous training.

Table 8

My Attitude About Teamwork Has/Has Not Changed
As a Result of this Workshop--

Options	Number of Responses	Percentage of Responses*
My attitude about teamwork has changed as a result of this workshop.	45	49.4
My attitude about teamwork has not changed as a result of this workshop.	24	26.3
No response	22	24.1

*The total percentage does not equal 100 due to a rounding error.

The above data show that about half of the participants changed their attitudes about teamwork, approximately one-fourth did not experience changes in attitudes, while the remaining nearly one-fourth did not respond to the statement.

The results in these tables reflect an appraisal by participants of their perceptions of the relationship between the clarity of stating workshop goals and objectives, the degree of practicality of skills and techniques presented, as well as a determination of the appropriateness of the training procedures in terms of making use of team input and promoting possible stimulation of follow-up activities in the classroom.

Responses to those six positive statements range from a low of 82% agreement on the amount of time needed to achieve the workshop objectives to a high of 99% agreement on the appropriateness of the training procedures and the usefulness of the materials and handouts available to workshop participants. High levels of agreement also existed on the remaining four statements.

Table 7 shows the number and percentages of participants who have or have not participated in previous team training sessions. It also indicates whether those who have involved themselves in prior training did so with the current team member. Responses revealed that 28 participants had indeed engaged in previous team training. Of the 28, 6 of them trained with the same team member and 20 were currently training with different team members. Sixty-one (61) participants were taking the team training for the first time.

Data in Table 8 indicate the number and percentages of those whose attitudes did or did not change as a result of participating in this workshop. Forty-five (45) respondents stated that there had been attitudinal changes while 24 said there had not been changes because of already existing positive concepts. Twenty-two (22) participants did not respond to this item.

In connection with participant responses to attitudes about teamwork, many wrote statements about their feelings. Several indicated why their attitudes had not changed during this workshop session. Statements from those whose attitudes did change are recorded below under the subject area specialties of participants.

READING

. It was helpful.

. It has given me more "ideas," suggestions on how to put our teamwork to better use--how to effectively combine teaching strategies.

. It takes a good team to work together for the benefit of the children.

. Attitudes remained the same because I believe in teacher and aide teamwork.

. I feel that we will be able to work closer in planning the total program.

. I got to understand my teacher much better--she is very human.

. I have found that if a paraprofessional and a teacher work together to accomplish tasks, each can learn from the other.

. I have now been exposed to a more organized and efficient use of time.

. I enjoy working as a team, it gives me a sense of responsibility.

. We will be able to plan more effectively in terms of meeting individual needs.

. The workshop was very informative, interesting, especially working in the curriculum laboratory.

. Allow more time for planning and suggestions with my paraprofessional.

INTEREST CENTERS

. I have a better understanding of just what to deal and work with for the students--more and better communication.

. My attitude has been reinforced. It was already positive toward this kind of teamwork.

. Yes, my attitude did change as a result of this workshop. I have learned different ways to use and work with my helper.

. I have learned a multiple of ways in which my parapro and I can work together.

. If we work together, we can accomplish a lot more.

. I had never attended a team workshop, but I enjoyed this one on learning centers.

. I discovered there are many more well prepared parapros than I had realized.

. I had underestimated the abilities of a paraprofessional.

. I think teamwork is very good for the teacher and aide. I really enjoyed being here.

. Teamwork is more beneficial to the whole learning process in the classroom.

. In order to help the students, the teacher and teacher aide have to be able to really communicate and be in a joint agreement that the purpose for both of their being in the classroom is to benefit the students.

. I had no previous idea of how well trained teacher aides are.

. It is possible for two people to do an excellent job of "give and take."

. I've always believed in teamwork.

MATHEMATICS--K-3

. No. I always believed that my aide was an integral part of my program and provided many helpful activities and much assistance.

. I will now give my aide much more responsibility.

. I feel much better now that I worked with this new teacher aide. We have a better understanding of each other.

. All the workshop activities were good.

. I have never had problems working with a team because I have learned to be a flexible person. Since I've been working in the school system I have learned that things don't stay the same. We all should train our minds to give and take.

. My attitude about teamwork has always been to work as partners. My attitude is still "partnership."

. I enjoyed working with my aide and would like to do it again but one should not be disqualified from taking a workshop if the other participant cannot attend.

. Never had an attitude about teamwork.

. This workshop gave me a chance to learn more about teamwork.

. I enjoy working with the other teachers and parapros and meeting other people.

. I got to know about team member ideas and how to make materials needed for teaching aids.

. I learned how to work and do some of the same kinds of things my teacher does to help children learn.

MATHEMATICS--4-8

. Working as a team was very enjoyable; would like to work again as a team.

. I try to keep a good attitude toward any team member I am working with. I can adapt to any situation. Our teams have always worked very well together. We sit together and discuss whatever problems or situations need attention. In that way, we get an understanding of what is needed in order to give that child his full attention.

. Just a very good workshop.

. This workshop made me feel more like participating in different skills. In fact it taught me how to get along better with others. By working together, we can produce almost anything we need in the classroom.

. I have learned more about how to share ideas with another person.

. Two heads are better than one, especially when your goal is the same.

. I have never had an aide in math up to this point.

. I've learned new ways to maximize the team concept.

The twenty-four (24) persons who stated that their attitudes about teamwork had not changed also wrote comments clarifying the non-change in attitudes. Those additional comments are included here and are listed again according to subject areas of the participants.

READING

. Teamwork is essential. This is an opportunity for the team to plan and get materials ready for the coming year.

. I always knew that my teacher and I could work together because we are very good together now.

. No, my attitude has not changed. We have a good working relationship.

. It's just great!

INTEREST CENTERS

. My aide and I generally work together, but this workshop did reinforce the team planning concept as a more positive approach to accomplishing established objectives.

. My attitude toward teamwork has always been positive.

. Very good experience.

. I enjoy teamwork because a team can accomplish better results.

. Because the workshop was helpful.

. We have worked as a team for four years and have a beautiful working relationship.

. I always felt it was possible for teachers and aides to cooperate.

. Some people are impossible to work with.

MATHEMATICS--K-3

. Teamwork has always been important in my classroom.

. I have always believed that teamwork creates a better work atmosphere.

MATHEMATICS--4-8

. Not changed, but more aware of skills available with an aide in attendance.

. I always enjoy "Barbara," she stimulates any team. Congratulations to "Barbara!"

. I think it is a real asset to be able to work together as a team because you can gain a little more knowledge.

. I find teamwork very helpful in that there is better teamwork in the school.

. I have never had many problems working as a team. Only now we have made things together and we both have a good understanding of how to present lessons as a team.

. Teamwork is needed to accomplish any goal that requires the attention of more than one person.

. Because I feel a team is necessary to get the best job done of educating our youngsters. I definitely need my aide as part of my team.

. My attitude has always been positive about teamwork. However, it did improve and made the working atmosphere more comfortable.

. My attitude has been enriched.

. My attitude is still the same . . . it's very good.

Table 9

I Would/Would Not Participate in Another Team Training Workshop--

Options	Number of Responses	Percentage of Responses
I would participate in another team training session.	81	89.0
I would not participate in another team training session.	0	0.0
I would participate in another team training session if I could . . .	10	11.0

As noted in the above Table, all participants were willing to enroll and participate in more team training activities. However, 10 of the 91 respondents indicated they would do so under certain conditions. Those conditions are found on the next page of this report.

When responding to whether they would be willing to attend future team training workshops, ALL respondents said they were willing to do so. However, some of them posed conditions for such attendance by saying they would attend if they could . . .

. Choose ahead of time, with the aide, a project.
. Have a workshop in the curriculum laboratory.
. Have the same teammate or someone like her.
. Participate in a learning machine workshop.
. Have a pleasant, friendly instructor like Mrs. M. Alexander.
. Come in the spring or fall.

Participants were asked to describe no more than three of the more important knowledges and/or skills acquired or substantially improved as a result of this workshop. Those knowledges and/or skills acquired by respondents as listed by them are presented here. Skills and knowledges are listed according to the four subject areas taught during the two-week period.

READING

. The value of sharing.
. Readability calculator.
. Sketch machines.
. Laminating machines.
. Children have nerves, too (always knew, but forgot).
. You must give something to every child, if only a friendly smile.
. Do everything you can, and when you do, you will feel very good about yourself.
. How to read the readability calculator.
. Ideas on how to make books.

. How to use songs as a reading skill.

. The vast variety of materials that can be used to teach reading. For example, check reading comprehension by using songs, menus, etc.

. Be more enthusiastic about learning activities.

. New procedures for getting students to read.

. Some classroom management ideas.

. I enjoyed the handouts given to us. They were things to take back to school.

. Learned different ways of working with problem children.

. Story starters; using story telling time to best advantage.

. Wealth of ideas on reading materials.

. Classroom management.

. Methods of grouping for reading were beneficial.

. Developed new ideas for comprehension activities.

. Learned games to play with children in eading and athematics.

, Useful and interesting ways to present materials to children.

. How to use materials and resources in the curriculum laboratory.

. Motivation, the best way to get reading lessons started.

. How to try to make each child feel some success no matter how small.

. Making masters for duplication.

. Using the tool for making holes for "hang-up" materials.

. Making books to encourage reading and writing.

. Using machines in curriculum laboratory and various games.

. More positive attitude.

. Exposure to efficient ways to introduce reading lessons.

. Use of visual and teaching aids, including games.

. Children's behavior was understood better.

. Characteristics of the various children became clear.

. Planning independent activities using materials other than required texts.

. Integrating subjects in planning and presentations.

. How to administer quick reading assessment tests.

. Making a reading calculator.

. Idea of sharing from other schools.

. Learned how to make books.

. How to make the readability chart.

. How to make books and share ideas.

INTEREST CENTERS

. I have learned how to organize materials into interesting learning centers and I learned the difference between a learning center and an interest center.

. Development of learning centers.

. The technique successfully demonstrated by a fellow classroom teacher as used in his classroom.

. "Self checking instructions" for students.

. Small group assignments or use of the learning center.

. Demonstrating new ways one is able to present math and reading skills.

. Procedures used in setting up learning centers.

. How to make different visual teaching aids.

. I have gained knowledge in making centers for DORT, MEAP, and ITBS testing objectives.

. Working together, learning about each other's feelings and knowing that when you work together, a lot can be done.

. How to make a computer out of a milk carton.

. How to write diamante poems.

. How to write CinQuain poems.

. Increased organizational skills for learning centers.

. Increased awareness of the possible uses of learning centers.

. Knowledge of a learning center and how to implement one in the classroom.

. I learned how to better myself in the classroom where I can help students to work independently.

. Gained a knowledge of what can be done to make learning centers workable.

. Knowledge of how to set up learning centers.

. I was helped by learning the various ways of making teaching materials to assist student learning.

. I learned different ways to use more learning centers for the benefit of children.

. Children are more interested in different ways of learning.

. Better management system for use of centers.

. Use of curriculum laboratory machinery.

. Many new center units for middle school use.

. More creative use of curriculum laboratory machines.

. Working with other experienced teachers.

. Create own learning centers.

. How centers can be adapted.

. Learned more about learning centers and how to incorporate them into my program.

. Learned how to use my aide more efficiently.

. I acquired quite a bit of knowledge from the workshop such as how to work better with students and teachers.

. I learned these workshops consist of caring, understanding and learning more ways to best help our children in Detroit.

. The vast number of "center" ideas were all informative and exciting.

MATHEMATICS--K-3

. Additional activities for my work.

. Place value activities.

. I was able to accumulate a number of teaching techniques.

. A review of objectives with the behavioral approach was helpful.

. Exposure to new visual aids.

. Firsthand experience at creating or copying new visual teaching aids, and exposure to transactional analysis.

. Organization and exposure to teaching aids, especially the films.

. Different approaches to teaching mathematics.

. Teamwork and sharing.

. Probability, expanded notations, and algorithms.

. Skills in the curriculum laboratory, and a review of MEAP skills.

. I am aware of new games to use with the children.

. Changing my attitude about slow learners.

. New methods of presenting materials to students.

. How to work better with MEAP objectives.

. Motivation is very important.

. Films should be used often.

. Children must be able to see a pattern or relationship.

. Learned more about the Lattice method.

. Transactional Analysis is a very important subject that all teachers and aides should know about.

. Making charts out of a pretzel can which the teacher helped us with and the experience of writing MEAP objectives.

. Math games that are helpful in teaching.

MATHEMATICS--4-8

. An awareness of more supplementary aids and their sources to use to teach math; techniques to use in setting objectives that include more participating by my aide.

. I received a better understanding of teamwork and became more knowledgeable about using some of the materials.

. Abstract manipulations, use of lands, use of films, tapes, and games.

. Math games, metric system, new ideas in subtraction, Chisanbop.

. The three most important knowledges I gained were the motivation, the different tactics and skills used to keep student awareness and the undecidedness to learn open.

. Games can be used to obtain objectives.

. Drill forms can be made cheaply in the curriculum laboratory.

. Constantly look for things that produce incentives.

. Learned how to run movie projector.

. Learned how to use the curriculum laboratory resources more efficiently.

. The different ways of presenting materials can be a motivating factor.

. The ability to be creative.

. My first year of teaching math I was totally unaware of the various teaching aids that were available, including many in my own school.

. Use of the curriculum laboratory.

. Greater knowledge of materials for subject reinforcement.

. Metric system, math games, and the Chisanbop method of teaching math.

. Discovered more things to do to motivate students.

. Academic games, Chisanbop, and materials for classwork.

. I really learned a great deal about metrics and equations.

. Greater insight into working with the abacus to help students learn place values.

. Many interesting ways students can work through games to learn mathematics.

. Constructive projects in the curriculum laboratory.

. Individual learning techniques (hands-on-projects).

. More knowledge of the audiovisual equipment.

. Insight into academic gaming.

. Game skills that were very mathematical.

. Audiovisual skills.

. Teamwork skills (total togetherness).

. I have learned about new materials and techniques.

. Now have knowledge of operating teaching machines such as the filmstrip machine and the overhead projector.

Finally the participants made suggestions or recommendations for improving the workshop. Their comments are enumerated below.

READING

. The workshop was excellent.

. The same consultant should be exposed to many more teachers.

. I have no recommendations.

. The hours should be at least six.

. I would not have a speaker.

. Teachers and paraprofessional teams will benefit greatly from the way you have the workshop set up.

. Mrs. Nesh was an expert consultant along with Mrs. Lapsly. They make a very good team.

. More ideas on materials and instruction for learning--also children--rather than overview of definitions, etc.

. I wish the workshop could have at least one of the two weeks to work in the laboratory.

. The workshop was very good.

. I enjoyed the workshop as it was presented.

. I only think there could be some vending machines so we could have pop or coffee during the 20-minute breaks (smile).

. Additional fans.

. For summer sessions, please have more fans.

INTEREST CENTERS

. This is the best workshop I've ever attended.

. Air-condition the rooms for summer.

. During the teaching time, have more seat work activities for the teams to cause more involvement in the beginning of the program.

. Have a workshop geared to middle school people.

. Check the possibilities of workshops for vocational educational instructors.

. Have more materials for middle school level.

. I believe if more of these type workshops were held, teachers might be better prepared or more knowledgeable about meeting the needs of children.

. It was an excellent workshop.

. I think it would really be helpful to spend more time in the laboratory.

. Have less movies--more sharing sessions.

. The workshop in itself was great! (air, or fans; vending machines).

. We can always have room for improvement but our presenters were very informative and fun. I was never bored.

. None.

. Longer "Break time" and more time in the workshops.

. A complete agenda for the entire workshop should be presented at the beginning of it.

. Instruction should be provided for lab materials and machines. Not everyone is familiar with them.

. How about serving cold beverages if given in July!

. I suggest that you keep the same format.

. Initiate more action work. The first week was extremely boring at times and people were napping. Also, if teachers are aware of what will be happening in the workshop before school is closed, they can bring some of their materials from school for presentations during the workshop.

MATHEMATICS--K-3

. I felt the instructor was well prepared with a wealth of knowledge and materials to share. Therefore, I have no recommendations for improvement.

. Too much interference from the other workshop. Secure another room that is not so close to one being used.

. I think all the "good" I received from this workshop was due to a very lovely teacher, Mrs. Alexander.

. This was a very well conducted workshop. The team leader knew her subject matter (math) and gave us materials and ways of skill development to be used in the classroom. The team leader did an excellent job.

. Daily agendas should be added.

. Class should be more organized and interesting.

. More attention should be given to improving the quality of teaching math to children.

. I think the workshop would improve if they were to include psychology lessons for teachers and aides to help them know themselves so that they can better relate to the problems of children rather than using punishment methods.

. We should have more curriculum lab time, and be allowed to complete whatever projects are most needed at our school.

. Mrs. Alexander should be the workshop teacher for Math K-3. She is a very good teacher.

. The workshop was fine. More areas could have been covered if allotted more time.

. The working area could have been more comfortable.

. More time is needed.

MATHEMATICS--4-8

. Notification prior to workshop (to those selected to attend) of any materials, ideas, etc. that may be needed.

. This was one of the best ones I've been in, and I've been in many.

. My suggestion is to make sure of another successful workshop by keeping Cheryl Bremer and Barbara Stovall at every workshop given.

. Have a "follow-up" session.

. Teacher aides who have not worked in math classes were very uncomfortable about math because most do not have the background and do most of their learning while helping students.

. This workshop was excellent and provided a wide range of materials and ideas in a brief time span.

. I haven't any suggestions. I feel this workshop was helpful in a lot of ways.

. Should be longer than two weeks. There were so many things we wanted to do, but there was not enough time to do them.

. More time in the curriculum laboratory.

. The hours in the lab should be longer, the windows should be opened. We should at least have coffee in the mornings.

Conclusion

Participants were asked to indicate their agreement or disagreement with six positive statements referring to workshop content, objectives, techniques presented, team involvement, methods and materials, and their perceptions of the effectiveness with which consultants dealt with the above during the training sessions. Responses were computed to establish the percents of agreement by participants. Ninety-seven percent (97%) agreed that the objectives of the workshop were clearly stated; 98% indicated that the techniques and skills presented were both practical and appropriate, 99% felt the workshop procedures were appropriately designed; 99% stated that materials, handouts and exercises were sufficient to stimulate follow-up activities; 82% agreed there was enough time to achieve the objectives of the workshop, and 95% agreed that team needs were indeed considered for planning and implementing the teacher/teacher aide training sessions.

Twenty-eight or 31% of the participants have engaged in previous training efforts. Six of these worked with the same team members while 20 of them are working with different team members. This particular session was the first of its kind for 61 participants. Of the 91 persons responding to the questionnaire, 45 said the workshop caused attitudinal changes in them regarding teamwork. Twenty-four indicated their attitudes about teamwork have always been positive but were reinforced by this training. Several affirmative statements about the changes and reinforcements were made by participants and are included in this report. It appears that clearcut perceptions of teamwork were expressed by all respondents.

Additionally, participants had a chance to express either their willingness or unwillingness to involve themselves in future team training efforts. One hundred percent (100%) of the trainees responding indicated a willingness to engage in additional team training. However, 10 of those responding to the item indicated they would impose conditions under which they would attend future sessions. Such conditions included (1) choosing ahead of time, with the aide's assistance, a team project to work on, (2) having the sessions in the curriculum laboratory, (3) having the same teammate or a reasonable facsimile, (4) being able to participate in a learning machine workshop, (5) having friendly, pleasant instructors like Mrs. Alexander, and (6) scheduling the workshops to take place in the spring or fall.

Finally, two evaluative questions provided an opportunity for trainees to enumerate specific knowledges and/or skills acquired by them as a result of their participation in the workshop, and to make suggestions or recommendations for improvement of the workshop. The responses were varied and many, again reflecting individual needs, expectations, and background experiences of participants. Responses did suggest that a good deal of knowledge was transferred during the span of the two-week period. Evidence also points to a number of new skills and techniques that were acquired by participants as a direct result of their involvement in the team training project.

Based on the data presented here, and an indication of future interest in additional team training efforts by all 91 participants, strongly indicate the usefulness of such training. This becomes

even more significant when we realize that 28 of the 91 had engaged in training during a previous summer, thus personally vouching for the value of the training. It may, therefore, be concluded that the T eacher/Teacher Aide Training session held in June 1980, was highly successful in meeting the objectives of the workshop and particular needs of individuals and teams.

APPENDIX C

An Evaluation of the Teacher/Teacher Aide
Training Workshop

Summer, 1980
Session Two

AN EVALUATION OF THE TEACHER/TEACHER AIDE TEAM TRAINING WORKSHOP

Great Cities Training Programs

Summer 1980

Funded under Title I Elementary
and
Secondary Education Act
Part-B

Catherine C. Monk, Project Evaluator

Office of Research, Planning and Evaluation
Department of Research and Evaluation
Detroit Public Schools

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Participant Responses

Reading 8, 9, 12, 16, 17, 23, 24
Interest Centers 9, 10, 12, 13, 18, 19, 20, 24, 25, 26
Mathematics--K-3 . . . . . 10, 11, 13, 20, 21, 26, 27
Mathematics--4-8 . . . . . 11, 14, 21, 22, 27, 28

Analysis and Findings

An evaluative questionnaire was administered to participants at the end of the two-week training session. The instrument was devised to ascertain participants' feelings about the workshop content and procedures. To indicate their feeling on the above, participants responded to six positive statements by agreeing, disagreeing, or indicating that the statement did not apply to this particular workshop. In addition, respondents were asked to indicate previous involvement in team training efforts, and to note whether their attitude regarding teamwork had changed as a result of this workshop. Participants were asked if they would attend other team training workshops, and if so, under what conditions. Additionally, one statement on the questionnaire was designed to elicit some of the knowledges and/or skills acquired by participants as a direct result of their involvement in this workshop. And lastly, respondents were asked to list suggestions and/or recommendations for improvement of this workshop.

Eighty-six (86) participants completed the evaluation questionnaire. Their responses were computed to determine the percent of those "agreeing," "disagreeing," not responding or finding the statement "not applicable" to the workshop. Percentages derived from the data collected on the six positive statements are found in Tables 1-6.

Table 1

The Workshop Objectives Were Clearly Presented

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
85	99.0	1	1.0	0	0.0	0	0.0	86	100

Table 2

The Techniques and Skills Presented
Were Appropriate and Practical

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
85	99.0	1	1.0	0	0.0	0	0.0	86	100

Table 3

The Training Procedures Used in the Workshop
Were Appropriate to its Purpose

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
84	98.0	2	2.0	0	0.0	0	0.0	86	100

Table 4

The Materials, Handouts, and Exercises Were Sufficient to Stimulate Follow-Up Activities

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
85	99.0	1	1.0	0	0.0	0	0.0	86	100

Table 5

There Was Sufficient Time to Achieve the Workshop's Objectives

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
65	76.0	18	21.0	1	1.0	2	2.0	86	100

Table 6

Input by Participants Was Strongly Urged and Useful in Assessing General Needs of the Teams

Number and Percent of Participant Responses

Agree		Disagree		Not Applicable		No Responses		Total Responses	
N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.
81	95.0	3	3.0	0	0.0	2	2.0	86	100

Table 7

I Have/Have Not Participated in
Previous Team Training--

Options	Number of Responses	Percentage of Responses
I have participated in previous team training sessions.	39	45.0
I have not participated in previous team training sessions.	44	51.0
My previous training was with the same team member as now.	6	7.0
My previous training was with a different team member.	33	38.0

Thirty-nine of 86 respondents have had prior team training. Six of the 39 attended training with the same team members as before, while 33 of the 39 worked with different persons during their previous training.

Table 8

My Attitude About Teamwork Has/Has Not Changed
As a Result of this Workshop--

Options	Number of Responses	Percentage of Responses
My attitude about teamwork has changed as a result of this workshop.	48	56.0
My attitude about teamwork has not changed as a result of this workshop.	28	32.0
No response.	10	12.0

The above data show that more than half of the participants changed their attitudes about teamwork, slightly more than one-fourth did not experience changes in attitudes, while the remaining nearly one-sixth did not respond to the statement.

The results in these tables reflect an appraisal by participants of their perceptions of the relationship between the clarity of stating workshop goals and objectives, the degree of practicality of skills and techniques presented, as well as a determination of the appropriateness of the training procedures in terms of making use of team input and promoting possible stimulation of follow-up activities in the classroom.

Responses to those six positive statements range from a low of 65% agreement on the amount of time needed to achieve the workshop objectives to a high of 99% agreement on the clear presentation of workshop objectives and the appropriateness of the training procedures and the usefulness of the materials and handouts available to workshop participants. High levels of agreement also existed on the remaining three statements.

Table 7 shows the number and percentages of participants who have or have not participated in previous team training sessions. It also indicates whether those who have involved themselves in prior training did so with the current team member. Responses revealed that 39 participants had engaged in previous team training. Of the 39, 6 of them trained with the same team member and 33 were currently training with different team members. Forty-four (44) participants were taking the team training for the first time.

Data in Table 8 indicate the number and percentages of those whose attitude did or did not change as a result of participating in this workshop. Forty-eight (48) respondents stated that there had been attitudinal changes while 28 said there had not been changes because of already existing positive concepts. Ten (10) participants did not respond to this item.

In connection with participant responses to attitudes about teamwork, many wrote statements about their feelings. Several indicated why their attitudes had not changed during this workshop session. Statements from those whose attitudes did change are recorded below under the subject area specialties of participants.

READING

- I found out that I can work very well with my teacher in and outside of the school setting.
- We worked well as a team.
- It helped me to understand more about myself.
- Team teaching can be of value when both members have defined goals and strategies to achieve those goals.
- I have always believed in the team work concept.
- Team concept in Detroit schools is essential.
- This workshop was motivating and inspiring to both the teacher and the aide.
- No. I feel this workshop should not be run based on the team concept. It was not applicable.

- I have a good working relationship with my aide. This is good because mutual teamwork is important to reach goals.
- I really enjoyed working with a positive team mate. Much can be accomplished through teamwork.

INTEREST/LEARNING CENTERS

- You are able to learn from everyone. Each person contributes their abilities which enriches the whole.
- I feel that a sharing of ideas is far greater than the teacher doing all of the directing.
- I think that working with a team member is more productive if you let the other person know in advance what you're planning to do and what their role in the activity is going to be.
- I have acquired some valuable information from others as a result of team participation.
- I have found that ideas can be shared and we can learn different ways to get the learning process over to our children.
- Yes, I learned to share more ideas.
- My attitude changed in the areas of planning and sharing.
- I believe now that teaming can be done successfully.
- I only hope that in a future workshop, I can attend with a teacher with whom I work.

- I am returning to teaching social studies after seven years as a homeroom teacher of fourth graders. It was a great workshop for planning teamwork for the 80-81 school year.
- It shows more ways a team can work together.
- Yes, because we can share our ideas together.
- Teamwork can be very rewarding, and this proved to be very true during this workshop.
- Seeing enthusiasm in others restored my faith in others.

MATHEMATICS K-3

- Excellent - it was!
- I liked the instructor, Mrs. Alexander. She knows how to talk and work with us.
- My teacher and I have always worked as a team and the workshop enhanced the teamwork necessary to achieve the results we wanted.
- My aide and I have always worked as a team, but in this workshop we became aware of so many things that we can both plan for her to do as an aide when she works with each target child.
- No, my attitude has not changed. We have always worked as a team. Our team relationship was reinforced as a result of this workshop.
- I've always had a good attitude about teamwork.

- There was greater opportunity for more meaningful teamwork and planning than before.
- More friendly and more open than before.
- Teamwork doubles effectiveness in teaching.
- My attitude is the same. I think it is rewarding.

MATHEMATICS 4-8

- I feel much better about teamwork because the workshop showed us how to work together better.
- It gave us the opportunity to combine ideas and utilize them as a team outside the classroom.
- Yes, because two can get much more done.
- Yes, because teamwork is very good for a large group or slow learning children.
- Not really. I'm a firm believer in a close working team.
- I try to be a good team member.
- I have seen cold partners become lively during this workshop. Sharing is important.

The twenty-eight (28) persons who stated that their attitudes about teamwork had not changed also wrote comments clarifying the non-change in attitudes. Those additional comments are included here and are listed again according to subject areas of the participants.

READING

- I think this workshop was very interesting.
- My attitude did not change but it was reinforced.
- I have always felt that teamwork in the classroom was very important and advantageous.
- Combined team ideas were more than adequate.
- My teacher and I have always worked very well together.
- It was not necessary to work with an aide.

INTEREST/LEARNING CENTERS

- I feel more comfortable with planning and preparing with my aide.
- I see what can be done with teacher and aide working together.
- I've always felt that team teaching was valuable to teachers and learners.
- Yes, I love Mrs. Kent more and more. She has taught me so much and I am still learning.
- You have a chance to get to know the person with whom you work a little better outside the classroom setting.
- I experienced a very good team relationship with my paraprofessional at Ilene.
- This workshop increased my information and insight as well as helped me to develop a better relationship with my team member.
- My team became more involved and planned together, which was excellent.

- Teamwork can be very rewarding and this proved to be very true during this workshop.
- Seeing enthusiasm in others restored my faith in teaching.
- I have done a lot of work with student teachers and interns so I have always been positive about teamwork.
- Improved, recognizing that everyone has something to contribute.
- It has improved. We can help each other and students.
- I have always felt that people can work well together.
- When a team works together effectively, it can accomplish much more.
- I have always firmly believed in the team philosophy and have always worked towards that end.

MATHEMATICS K-3

- Two people working with children should always work together.
- No, I have always had a good attitude about teamwork.
- I always have had a positive feeling about teamwork.
- I've always felt that it was extremely important to work as a team.
- Very informative in all areas.
- I had a positive attitude about teamwork and the aide and I have always worked well together.

MATHEMATICS 4-8

- No.
- I work well with people.
- No. I had a good attitude before and I have a good attitude now.
- I have always believed in teamwork and I still do.
- I worked well with my teammate in the classroom and I did so at this workshop.
- We had a nice partnership going and the workshop just kept it going.

Table 9

I Would/Would Not Participate in Another Team Training Workshop--

Options	Number of Responses	Percentage of Responses
I would participate in another team training session.	79	92.0
I would not participate in another team training session.	0	0.0
I would participate in another team training session if I could . .	20	23.0

As noted in the above Table, all participants were willing to enroll and participate in more team training activities. However, 20 respondents indicated they would do so under certain conditions. They completed the open ended statement, "I would participate in another team training session if I could" . . . . . .

- Have more time in the curriculum laboratory. (2).
- Work with the same teammate.
- Do this again next year.
- Have the same supervision.
- Be assured of a longer time period.
- Come again next summer.
- Be the consultant. (2).

Participants were asked to describe no more than three of the more important knowledges and/or skills acquired or substantially improved as a result of this workshop. Those knowledges and/or skills acquired by respondents as listed by them are presented here. Skills and knowledges are listed according to the four subject areas taught during the two-week period.

READING

- My attitude in general, became more positive.
- The discovery of other options from which one can draw strategies.
- The building of a model and testing that educational model in the classroom.
- The importance of instilling motivation before teaching begins.
- Learned how to work as a team with no friction.
- Handwriting became more legible.
- Developed additional classroom management skills.
- Gained a greater understanding of directed reading skills, phonics, syllabication and handwriting skills.
- Learned new motivational techniques and comprehension skills.
- Received ideas and procedures for teaching reading and handwriting.
- Ideas for making visual aids were plentiful.

- If a child does not form letters well, but the writing is readable, leave him alone.
- Learned new ways of assessing reading problems of students.
- Reviewed methods and means of remediating reading problems.
- Improved my own handwriting skills and now am better able to teach creative writing skills to students.
- Am now aware of the important steps involved in directed reading.
- A reinforcement of reading concepts.
- More practice in manuscript and cursive writing.
- Handwriting-realizing that the main purpose for writing is to communicate.
- My memory was refreshed.
- I am more in tune now with asking questions that require higher levels of thinking on the students part.
- Noted the importance of comprehension along with establishing decoding skills.
- Acquired the meaning of "encoding" - spelling skills.
- Discovered the types of questions to ask when checking comprehension.
- Handwriting is important.
- Learned new motivation techniques and ways to encourage creative writing.

INTEREST/LEARNING CENTERS

- Practical learning center ideas.
- The ability to learn and grow as a member of a team.
- A more positive, confident attitude towards my teacher. I have just finished my first year.
- My aim is to make all work as professional as possible.
- Interest centers make a teacher concentrate on motivation, purpose and materials when introducing a skill.
- Acquired knowledge regarding inferential reading centers and how to make centers versatile, as well as the usefulness of file folders.
- Bookmaking skills, cinquain poetry and how to make use of listening skills through words set to music.
- I learned what a learning center really is all about and I learned how to set one up.
- Learned how centers can be used in small spaces.
- Collected materials for use in teaching skills, sharpened my teaching techniques, and developed a better relationship with my teammate.
- Learned how to use learning centers as independent activity or for small groups.
- Gathered a myriad of ideas for learning centers, learned how to set them up for multiple uses, and how to create them using a limited amount of space.
- Acquired knowledge of diamante and cinquain poetry writing.

- Discovered alternative materials which can be used to teach MEAP objectives such as records, films, television and newspapers.
- Learned how to make many new teaching aids. Teamwork became more meaningful and I made many new friends.
- Developed my ability to work as a team person.
- Strengthened my ability to present new creative centers and learned different ways of using music and poetry.
- This workshop helped me to realize that other teachers are your best resource for teaching/learning materials and that their experiences can benefit you as well as them on different ideas and concepts.
- I have gained many, many new ideas for learning centers and have also been able to share some I've gotten from other workshops of this nature.
- Learned how to create projects that would help students, also how to set up learning centers that would be enjoyable.
- Learned how to share ideas on lesson plans for students with my teacher.
- Learned how to put into practice different ideas that I had thought of before.
- I liked the way we shared things.
- Received more ideas on learning centers and ways to improve listening skills.
- Map and newspaper skills were great.
- Enjoyed writing cinquains and diamantes.
- I can now help others create learning centers.

- Learned how to use the lab machines, acquired more individual approaches to teaching different subjects, and discovered how to work better with my para-professional.
- Learned how learning centers can really be utilized and discovered unique ways to suggest ideas to co-workers.

MATHEMATICS K-3

- Napier's Bones, use of movies as a math aid, the Chisanbop math method, and new ways to approach the teaching of MEAP objectives.
- Got lots of new ideas from other teachers and aides.
- Found out different ways to approach the same problem.
- Gained knowledge of machines in the curriculum laboratory, and the effective use of games.
- I learned to make a lot of useful things that can be used with children.
- Discovered more information about place value, number sequence, and error patterns.
- Learned new math concepts, individual activities lesson planning, and the T.A. approach.
- Learned more about expanded thinking.
- Discovered the importance of "hands on" activities.
- There are many simple visual aids that students can make.
- Attitudes of teachers and aides are important factors in learning.

- I learned how to write a lesson plan, how to make learning interesting, and how to understand childrens' moods.
- Learned to do Chisanbop mathematics.
- Learned how to work better as a team member and to work with other teams.
- Learned how to better share suggestions and ideas.
- Better use of visual aids.
- Ideas on how to prepare and use visual aids, how to introduce math concepts, and different games to play with children to reinforce math concepts.
- My attitude towards teamwork has really improved. I have acquired so many new approaches that I can apply when I go back to school this fall. I enjoyed working with the other teachers.

MATHEMATICS 4-8

- Discovered many games to learn and make, new techniques for different ways to teach the same concepts, and great commercial games and learning devices to order during the school year.
- Learned that it is fun to have good attitudes and participate in teamwork.
- Metric games and other useful ideas.
- Acquired puzzles and games that can be thermafaxed.
- Simple, but effective math activities that can be used to reinforce math concepts in grades 4-8.

- Developed more skills in how to use certain games to accomplish math objectives.
- Learned how to make materials to help my students.
- Made workable aids for classroom purposes.
- Collected all kinds of materials (hand-outs) for developing skills, and used the lab to make games and improve the classroom appearance.
- Developed a closer relationship with my team member and enjoyed the interaction with other teams.
- Acquired the knowledge of sharing different techniques and skills that could be useful in the classroom as a supplement.
- I am more aware of the advantages of sharing materials.
- There are many activities and games that can be made and used by the paraprofessional in a group setting.
- There are many audio visual aids that can be made and the curriculum laboratory has most of the materials and equipment needed to make them.
- I acquired the use of many games, the employment of audio visual equipment, and the use of a variety of other good activities.
- Learned how to make use of metrics in the classroom and how to teach multiplication so children can learn it easily.

Finally the participants made suggestions or recommendations for improving the workshop. Their comments are enumerated below.

READING

- Allow more time in the curriculum laboratory.
- Keep the instructor and allow her as much freedom in running it as possible.
- It would be really nice if we could have workshops at the schools during teacher's meetings, after school, to help continually keep teachers on their toes. It makes one check himself continually and encourages one when he knows he's on the right track.
- Perhaps provide more time for development of ideas and materials for lab projects prior to the workshop date.
- If we were told prior to the workshop that we would have to create projects for our children, we could be formulating ideas during the school year.
- This workshop was well coordinated and no pressure was applied. The instructor was always willing to assist. Group participation was well organized.
- I believe the workshop was well put together, and it only needs very little, if any improvements.
- More time is needed in the curriculum laboratory.
- While the class is in the laboratory, outside teachers should not be allowed to hold up the equipment.

- Do away with teacher aide requirement. Lectures were read from ditto papers. I would have been more interested in someone talking from notes or discussing issues.
- I would like more instruction in "lesson planning." Less presentations and more in depth activities.

INTEREST/LEARNING CENTERS

- Encourage more people to attend. It has been so worthwhile for me!
- More time in the curriculum laboratory.
- It would be helpful if these workshops could be held during the regular school year. That way, we could use some of the learning centers and get feedback to see what works for different children.
- It could not be improved. Continue to use the same instructional team.
- The curriculum laboratory personnel should give priority to workshop participants.
- Since this is the first team training session I've attended, I'm almost sure any proceeding workshop would be greatly improved. Of course, more than one speaker could be helpful. This one was GREAT!
- Have two, two-week sessions so more people could take part.
- The workshop was great. I would however, suggest more time, perhaps four weeks instead of two.

- Remain a part of Great Cities. Their efforts and planning have been very rewarding. The instructors did a superb job. The planning for this workshop could not have been better. Outstanding! Excellent!
- This workshop was excellent from the first day to the last. It was an experience that will help every person who participated.
- PERFECT, longer, maybe.
- I have enjoyed this workshop immensely. Our teachers did an excellent job. I wish the workshop could have been longer.
- I would like to suggest that this team of Mrs. Thomas and Mrs. Tomaszewski give workshops for all Detroit elementary schools on learning and interest centers.
- The idea of a paraprofessional co-teaching this session was an excellent one. I feel that Jane Tomaszewski was an exceptionally creative and innovative person.
- None. It was beautiful. Delores and Jane were wonderful. I enjoyed being in the presence of each of them. Love.
- Have workshops each month.
- Have different regions come together with ideas.
- Make workshops available for teachers and paraprofessionals and let them come together with ideas more often than two weeks in the summer.
- None. Perfect.

- More of the same kinds of things, learning and having fun at the same time.
- Keep instructors like Delores Thomas and Jane Tomaszewski working forever. In one score and two I've never enjoyed as much or learned as much as I did with Delores and Jane.
- Don't break up the team of Delores and Jane!
- Define the workshop more when recruiting so participants will know what they will be taught. I think you'll get <u>many</u> more applicants.
- Excellent workshop.
- Never break up the team of Delores Thomas and Jane Tomaszewski.

<u>MATHEMATICS K-3</u>

- Have more time for the laboratory.
- Get a cooler room.
- Introduce available equipment and materials in the lab and discuss how they may be used.
- Make participants more aware of the services and materials available to them.
- Workshop was excellent. The extra time given in the lab was ideal. The instructor, (Mrs. Alexander) was a good consultant.
- I would like to have had more time in the lab for preparing additional materials for use in the classroom.

- This one was the best. The instructor was just super, super!
- Mrs. Alexander is a great instructor and really stresses her point. She may not have enough time to fully explain everything she wants to in detail because she has so many ideas to work with.
- Get more input from participants during the first week.
- I would like to have been able to use the curriculum lab each day during the two week period.
- I think the workshop has been very rewarding.

MATHEMATICS 4-8

- I thought it was excellent. I enjoyed the curriculum laboratory-the ideas, games, and lectures presented there. I liked meeting other teachers and paraprofessionals and getting their ideas from other schools and regions.
- This workshop was most interesting and very valuable in demonstrating various math activities.
- It was a good workshop.
- I really liked having the lab incorporated in this session. I enjoyed sharing ideas from other participants.
- Everything was great-although I needed more time in the curriculum laboratory to complete some projects.
- The training staff was great to work with.

- Give us more, more, more curriculum laboratory time. Also put in a good word to Dr. Neubacher for me so I can get a job in that wonderful playroom across the hall. I would be creating for you all day long and loving it.

CONCLUSION

Participants were asked to indicate their agreement or disagreement with six positive statements referring to workshop content, objectives, techniques presented, team involvement, methods and materials, and their perceptions of the effectiveness with which consultants dealt with the above during the training sessions. Responses were computed to establish the percents of agreement by participants. Ninety-nine percent (99%) agreed that the objectives of the workshop were clearly stated; 99% indicated that the techniques and skills presented were both practical and appropriate, 98% felt the workshop procedures were appropriately designed; 99% stated that materials, handouts and exercises were sufficient to stimulate follow-up activities; 65% agreed there was enough time to achieve the objectives of the workshop, and 95% agreed that team needs were indeed considered for planning and implementing the teacher/teacher aide training sessions.

Thirty-nine or 45 of the participants have engaged in previous training efforts. Six of these worked with the same team members while 33 of them are working with different team members. This particular session was the first of its kind

for 44 participants. Of the 86 persons responding to the questionnaire, 48 said the workshop caused attitudinal changes in them regarding teamwork. Twenty-eight indicated their attitudes about teamwork have always been positive but were reinforced by this training. Several affirmative statements about the changes and reinforcements were made by participants and are included in this report. It appears that clearcut perceptions of teamwork were expressed by all respondents.

Additionally, participants had a chance to express either their willingness or unwillingness to involve themselves in future team training efforts. One hundred percent (100%) of the trainees responding indicated a willingness to engage in additional team training. However, 20 of those responding to the item indicated they would impose conditions under which they would attend future sessions. Such conditions included (1) having more time in the curriculum laboratory (2) working with the same teammate (3) having the same supervision (4) being assured of a longer time period, being able to come again next summer, and (5) being consultants the next time around. Two persons indicated such a desire.

Finally, two evaluative questions provided an opportunity for trainees to enumerate specific knowledges and/or skills acquired by them as a result of their participations in the workshop, and to make suggestions or recommendations for improvement of the workshop. The responses were varied and

many, again reflecting individual needs, expectations, and background experiences of participants. Responses did suggest that a good deal of knowledge was transferred during the span of the two-week period. Evidence also points to a number of new skills and techniques that were acquired by participants as a direct result of their involvement in the team training project.

Based on the data presented here, and an indication of future interest in additional team training efforts by all participants, there appears to be strong evidence of the usefulness of such training. This becomes even more significant when we realize that 39 of the 86 participants had engaged in training during a previous summer, thus personally vouching for the value of the training. It may, therefore, be concluded that the Teacher/Teacher Aide Training session held in August, 1980 was highly successful in meeting the objectives of the workshop and particular needs of individuals and teams.

APPENDIX D

An Invitation to

The Great Cities College Recognition Program

You are cordially invited to attend the

GREAT CITIES
COLLEGE RECOGNITION PROGRAM

honoring school service assistants of
the Detroit Public Schools who have made
outstanding progress in their college studies.

Sunday, May 18, 1980
2:00 p.m.
Community Arts Auditorium
Wayne State University

Reception immediately following the program
R.S.V.P. 931-6182

APPENDIX E

Sample Monitoring Instrument

Detroit Public Schools	MONITORING INSTRUMENT Great Cities Training Programs School Service Assistants	Research and Evaluation Spring, 1980

( ) Male

( ) Female

( ) Talked with Aide

( ) Talked with Teacher

School: _____

Region: _____

Grade : _____

Date : _____

1. Aide was working alone in the classroom.

   ( ) Yes ( ) No

2. Aide was familiar with names of Title I students.

   ( ) Yes ( ) No

3. Aide was working with target students.

   ( ) Yes ( ) No

4. Aide and teacher had conferred on lesson plans used.

   ( ) Yes ( ) No

5. Aide was working in classroom/lab situation.

   ( ) Yes ( ) No

   Specify subject area: _____

6. Aide appeared to be familiar with subject area and made use of A.V. and/or supplemental materials.

   ( ) Yes ( ) No

7. Aide has completed all phases of Aide Training. ( ) Yes ( ) No
   If not, please specify stage of training _____.

8. Aide plans to enroll in a college program

( ) Yes ( ) No

9. Aide is now enrolled in a college program. ( ) Yes ( ) No
If yes, please specify college. _____

BRIEF DESCRIPTION OF AIDE'S ACTIVITIES DURING THIS OBSERVATION:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER'S COMMENTS: _____

_____

_____

_____

_____

_____

Catherine C. Monk
Research and Evaluation
Room 300
Stevenson Building

APPENDIX F

A Sample Questionnaire

Detroit Public Schools	WORKSHOP PARTICIPANT Assessment of Staff Development	Research and Evaluation Summer, 1980

Title I Program_____ Date_____

POSITION: ( ) Paraprofessional
( ) Teacher
( ) Other_____
Please Specify

School_____

Grade Taught
(Or work with)_____

Please circle one response for each statement.

A = Agree: You agree more than you disagree.
D = Disagree: You disagree more than you agree.
NA = Not Applicable: Circle when you feel this statement does not apply to this workshop, or you simply cannot answer the question.

1. The workshop objectives were clearly presented.	1.	A	D	NA
2. The techniques and skills presented were appropriate and practical.	2.	A	D	NA
3. The training procedures used in the workshop were appropriate to its purpose.	3.	A	D	NA
4. The materials, handouts, and exercises were sufficient to stimulate follow-up activities.	4.	A	D	NA
5. There was sufficient time to achieve the workshop's objectives.	5.	A	D	NA
6. Input by participants was strongly urged and useful in assessing general needs of the teams.	6.	A	D	NA

Please check (✓) one response for the following statements:

( ) I have participated in previous team training sessions.

( ) I have not participated in previous team training sessions.

If you have participated in previous team training sessions, was it with the same team member?

( ) Yes ( ) No

( ) My attitude about teamwork has changed as a result of this workshop.

Please explain. _____

( ) My attitude about teamwork has not changed as a result of this workshop.
Please explain. _____

_____

_____

( ) I would participate in another team training session.

( ) I would not participate in another team training session.

( ) I would participate in another team training session if I could _____

_____

Please describe below no more than three of the important knowledges and/or skills that you acquired from this workshop.

_____

_____

_____

Please make suggestions or recommendations for improvement in this workshop.

_____

_____

_____

_____

_____

_____

Return this completed questionnaire to:

Catherine C. Monk
Research and Evaluation Department
Room 300 - Stevenson Building

CCM/fc